

The Effect of Reading Intervention and Support to Students' Reading Ability in English

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Abstract: This study was conducted as part of the pull-outs program to determine the level of student reading ability in English, which include letter recognition, vocabulary, phonics, sentences and reading passages among primary students of Royal International School, during the first semester school year 2015-2016. The experimental method was utilized using the One Group Pre-Test and Post-Test Design. The struggling readers in class were the focus of the study. The study involved a total of seventy-four (74) students purposively selected from the primary class. These students were recommended by the class teachers to undergo reading intervention and support during their Art period. T-Test for Correlated Samples showed that Reading Intervention and Support has a significant effect on student reading ability.

Keywords: Reading Intervention, Support, Reading Ability, Effect.

1. INTRODUCTION

Reading is immeasurably important. It is the true backbone of most learning-whether it's math, science or even computer subject. As students go up the educational ladder, more reading is usually required as subjects become denser and challenging. To support this claim, the College of Education of Qatar University launched the volunteer tutoring program, Reading Together for Qatar, which aims to help young children in school, especially those students who are struggling, become better readers. The project will also provide young students with the literacy tools that will open the world around them through reading (Reading Together for Qatar: 2014).

Educators are always looking for valid and reliable predictors of educational achievement. One reason why educators are so interested in letter recognition and phonemic awareness is that it is the predictor of early reading acquisition. Once beginning readers have some awareness on letter recognition of the alphabets, further reading practice will increase their mastery of simple words and even sentences.

The importance of reading cannot be underestimated. Statistics shows that reading performance is linked to future educational success and highly predictive of high school completion and their successful transition into post-secondary education. However, some students find difficulty in reading and students of Qatar are no exception to this problem. In the Progress in International Reading Literacy Study (PIRLS) in 2011 for grade 4, Qatari students scored well below the international average of 500. As for the available data on student achievement for grade 4, Qatar's scores were significantly below average (Faour: 2013). With the increasing demands of the Qatar 2030 Vision and expectation from parents, teachers and school administrators are constantly searching for ways to increase student reading ability. These pressing issues have moved the researcher to conduct this study on the effect of reading intervention program and support to student reading ability.

Purpose of the Study:

This study aimed to determine the effect of reading intervention program and support to student reading ability in the primary grades.

Research Questions:

The study was guided by three main research questions and one hypothesis. The research question was:

1. What is the level of reading ability of students before the application of reading intervention and support?
2. What is the level of reading ability of respondents after the application of reading intervention and support?
3. Is there a significant gain on the level of reading ability of respondents before and after the application of reading intervention and support?

Hypothesis:

There is no statistical significant difference on the level of reading ability of students before and after the application of reading intervention and support.

2. METHODOLOGY

The Experimental method of research was utilized in the study. Singh, (2006) defines experimental method as a scientific method. It is oriented to the future in the sense that the researcher is seeking to evaluate something new. A One Group Pre-Test-Post-Test Design was employed to a total of seventy-four (74) students drawn from the primary department from grade 2 to grade 5, first semester SY: 2015-2016. Purposive sampling was used as a sampling technique. This type of sampling was used purposively to select the subject of the study which happened to be struggling readers in English as recommended by the English class teachers. The instrument consisted of 50 item test which include phonics, vocabulary, sentences and reading passage. The instrument was developed based on the grade level curriculum.

3. RESULTS AND DISCUSSION**Research Question 1:**

As reflected in TABLE I, students from grade 2-5 obtained an overall mean score of 23.9 out of 50 in the Pre-Test. This means that students reading ability is low before the reading intervention program and support.

TABLE I: Pre-Test Scores of Students

Grade Level	Scores
2	29.3
3	19.3
4	29.2
5	17.5
Mean	23.9

Research Question 2:

As reflected in TABLE II, students from grade 2-5 obtained an overall mean score of 33.9 out of 50 in the Post-Test. This means that students reading ability is high after the reading intervention program and support.

TABLE II: Post-Test Scores of Students

Grade Level	Scores
2	34.9
3	32.9
4	45.2
5	25.7
Mean	33.9

Research Question 3:

There was an increase on the mean of the pre-test and post-test from $X = 23.9$ and $X = 33.9.0$ respectively, after the Reading Intervention Program and support. This implied that there was a remarkable gain on the scores after the treatment.

Table III: Pre-Test and Post-Test Scores

Grade Level	Pre-Test	Post-Test
2	29.3	34.9
3	19.3	32.9
4	29.2	42.5
5	17.5	25.7
Mean	23.9	33.9

A t-test for correlated samples was used to measure the effect of Reading Intervention Program and support. A significant gain of $X = 10$ between the pre-test and post-test mean scores revealed that the use of intervention is effective. Results of analysis is presented in TABLE IV.

Table IV: T-test Table for Correlated Sample

Variables	Mean Scores	Gain	Computed t-Value	Computed p-Value	Decision	Interpretation
Pre-Test	23.9	10	7.74	0.001	Reject Ho	Significant
Post-Test	33.9					

4. CONCLUSION

The conclusions were drawn based on the findings obtained from the study:

- 1.The Pre-Test scores of students revealed that before the Reading Intervention Program and support, their reading ability is low.
- 2.The Post-Test scores of students revealed that after the Reading Intervention Program and support, their reading ability is high.
- 3.There was a significant gain in the mean of the pre-test and post-test after the Reading Intervention Program and support. The data provide sufficient evidence to conclude that Reading Intervention Program and support is an effective means of increasing students reading ability.

5. IMPLICATIONS OF THE FINDINGS

The result of study revealed that Reading Intervention Program and support is an effective means of increasing students reading ability especially to slow learners. However, care must be taken to avoid time conflict with other subjects. An open dialogue must be done with the parents for positive re enforcement. Reading Intervention Program and Support can also be applied at home.

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